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Regional Conferences on Higher Education in The Methodist Church

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An Educational Inventory

Combining on their programs, inspirational addresses, factual presentations and periods of round-table shop talk, the forthcoming Regional Conferences promise to set in motion constructive and integrating influences such as the Church's program of Higher Education has not known in recent years. Some of the leading educational thinkers of Methodism will deliver addresses and conduct discussions and out of each Conference, it is contemplated, may come a vital and valuable statement of findings. In short, from the standpoint of program and proceedings, the Conferences promise to be a time of "re-thinking" Higher Education.

Encouraging, also, is the response which the Conferences are eliciting from the Church. Everywhere persons connected with Methodist Higher Education are hailing them as the answer to a long-felt need and are looking forward to them with keen expectancy. As such persons attend the Conferences, participate in the discussions and contribute to the findings, they will thereby set the meetings upon a high level of practical usefulness and will translate the spirit of expectancy into valid and beneficial results.

It is to be hoped that each person holding a position of responsibility in the Church's program of Higher Education will plan to attend one of these Regional Conferences and it is believed that those who contemplate such attendance will desire to read with unusual care the articles on the pages which follow.

B. M. M.

Toward Union More Complete

Evidence of the reality of Methodist union is abundant on every hand. The Methodists as one people are served by a single general organ. Recent months have seen the harmonious merging of various General Board organizations and the happy adjustment of divergent policies and methods.

The whole Church recently responded to the appeal of Race Relations Sunday and the observance in the South where it came as a new item on the calendar of the local churches was most gratifying. By many Southern churchmen it was welcomed as a worthy emphasis long overdue.

As this is written united Methodism is girding itself to meet what Bishop Arthur Moore has called "Unification's First Test." It is gathering its forces to heed on March 2 the call of the Methodist Emergency Commission. In facing this and all other problems the Methodist Church is already presenting a perceptibly wider front and is mustering an appreciably greater degree of strength than ever in the past.

Both an evidence of union and an influence toward even closer union was the recent meeting of the Association of Schools and Colleges of The Methodist Church, in which college men from New England and California, from the Pacific Northwest and the deep Southeast joined without thought of geography or of previous denominational affiliation, in consideration of common problems. In like manner the forthcoming Regional Conferences on Higher Education reflect the genuineness of the quality of church union thus far achieved and at the same time are potentially significant in their unifying influence, both on the educational procedures of the Church and on its total program.

B.M.M.

R. L. Flowers Named Duke President

Dispatches recently carried in the daily press report that Dr. R. L. Flowers, long time a pivotal member of the organization of Duke University, has recently been chosen as President of the institution to succeed the late Dr. W. P. Few. Dr. Flowers has been Vice-President of the University for many years and is one of the Trustees of the Duke Foundation.

Education for Tithing

Any church can now put on a ten weeks' course of tithing education, in the midst of its other activities, and at a very small cost according to The Layman Company, 740 Rush Street, Chicago, Illinois. This philanthropic organization, which has distributed millions of pamphlets on the tithe, now announces an attractive new series at so low a price that distribution to an entire church through ten weeks costs only 3½ cents a family. A set of samples and full particulars are offered free of charge upon request.

Let Us Spiritualize Education

Maxim, the inventor of the high-powered gun, and Nobel, the inventor of dynamite, each said that his invention would make war impossible. The present state of the world attests to the error of their logic.

Horace Mann said that education would greatly reduce crime and make for a peaceful world. Education, however, in the sense of the development of mental skills and disciplines has been weighed in the balance by the present crisis and found badly wanting.

Perhaps Theodore Roosevelt was more discerning when he said "To educate a man in mind but not in morals, is like putting a repeating rifle in the hands of a savage." Today's need of the world is for a spiritualizing of our educational processes. In proportion, as education is spiritualized, the fruits of science will be put to constructive rather than destructive uses.

Washington State College claims a library oddity—the smallest Bible in the world; one and one-half inches long and a half inch thick, it contains the full text of Old and New Testaments. A miniature magnifying glass accompanies the Bible.

The Background and Purposes of the Regional Conference

J. EARL MORELAND *



The idea of the Regional Conferences was conceived by the late Dr. W. M. Alexander, one of the foremost educational statesmen in The Methodist Church. At a called meeting of college executives last August, Dr. Alexander presented the purpose and plan of the conferences. Unification had been consummated. The General Conference and the Jurisdictional Conferences had been held. The Boards were being merged. Plans for carrying out the will of the church in many areas were being realized. How were the spirit, the purposes and plans of the new church to find adequate interpretation and fulfillment in its colleges? How were these institutions of higher learning to be affected by, benefit from and more fully to serve The Methodist Church?

It was realized at the outset that different conditions obtain in different sections of the country. Into four regions—the industrial east, the rural south, the midwest and the Pacific coast—the church seemed naturally to divide itself for the purpose of the conferences. There are problems peculiar to each section. However, the basic problems confronting all the colleges appeared to be very much the same. They are: first, to rethink the underlying philosophy of education which should guide the college in fulfilling its mission; second, to re-empha-

size the distinctive service of the church-related college; and third, to discover ways in which the church and college can more effectively co-operate for the accomplishment of their common objectives.

The increase in blackouts in our world affords an unprecedented opportunity for emphasizing the values of Christian education. The past two decades have witnessed a pronounced growth in student enrolment, and an expansion in buildings and grounds and equipment in American colleges. Particularly in state-supported institutions have large sums been made available through federal and state subsidies for plant enlargements and increased enrolments. While the depression resulted in a reduction in the number of church-related colleges, it resulted also in multiplying the facilities offered by the state for higher education. It has come about in the past quarter of a century that more Methodist students are enrolled in the latter than in the former type of institutions.

While the above transformation was being operated, the ills of education itself were becoming more acute and more apparent. The multiplicity of non-essential courses, crass vocationalism and over-departmentalization which were so appar-

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ent in the twenties, were by no means lost in the thirties. The over-emphasis on the physical, as represented in commercialized athletics and enormous stadia, is not unrelated to the materialistic philosophy of life so prevalent in the thinking of the period. While knowledge is power, and the truth does indeed make men free, is it intellectualism that we seek? Has not the war in Europe taught us that efficiency in education is not enough? Must not Christian educators proclaim their belief in that dynamic unity of experience which can be provided only by essential religion? Conferences of our best minds in Methodist higher education can assist in re-thinking and restating the essential basis of our educational task.

Has the church-related college a place in our system of higher learning so distinctive that its statement will compel acceptance? The necessity for state provision of higher education for thousands of its citizens may readily be admitted. Its maintenance is indeed one of the obligations of democratic government. But if there is one lesson to be drawn from the present world tragedy, it is that the agencies of the secular state are the first to be controlled, or even enslaved, in times of emergency. The same power which brings them into being and supports them can also control their policies.

The church-related colleges believe in religion as a part of education. They proclaim that education rests upon an ethical foundation, upon the obligation of person to person, and person with person. They exhibit constant concern for the total life—physical, intellectual, social, moral and spiritual—of the student. As such they retain a constant emphasis upon the limitless spiritual potentialities within the individual.

And thus they constitute a bulwark for both civil and religious liberty.

The Regional Conferences will be held at a most critical time. The threats to the democratic way of life are being multiplied from day to day. Is government by free men, made possible for more than two centuries, largely by a pax Britannica, to come to a close? Is rule by force to take the place of government of and by free men? There are those who believe that this issue will be largely decided over the English Channel and on the British Isles at about the time chosen for convening the Regional Conferences. Could there be a better time for a bold proclamation of the values represented by Christian education in a democracy? In the totalitarian state, higher education disclaims responsibility for the spiritual welfare of the people. Religion itself is considered inimical to the interest of the state. There are institutions in our own country which all too nearly approximate this view, in that they declare moral and religious instruction to be outside of their province.

The church-related college is the first to oppose this view, and to proclaim its dangers. It acknowledges the reality of a living God. It teaches the infinite worth of human personality. Freed from political and ecclesiastical domination, the independent institutions fostered by the church constitute effective guarantees of the continuity of the American way of life. The church and the church-related college are the foundation stones upon which democracy rests. Religion without education may easily lead to fanaticism. Education without religion may produce a menace to civilization. Religion and education together can gradually conquer the chaos which threatens our world.

Those Methodists who are interested in the continued effective service of their colleges must face the problem of their support. Support for state institutions of higher learning is provided by the state—and the provision in most cases is ample. How are church-related colleges to maintain high academic standards and render their distinctive service, unless more adequate support be forthcoming? Just here the Regional Conferences have a sufficient *raison d'être* for all the time, effort and expense involved.

The tradition of American philanthropy, whereby men and women have made large gifts to independent educational institutions, is well established. Our small cultural colleges have come to depend upon gifts from individuals. Educational leaders are concerned with profound economic changes which threaten severely to curtail large gifts in future years. Instead of a few large gifts—or in addition to them—we shall need to find many thousands of men who are willing to make smaller annual gifts to our colleges. The church teaches the joy of giving for worthy enterprises. The church-related colleges have taught the lesson of service through sacrifice. We must carry further our teaching and practice to include the obligation upon the part of every Methodist to contribute regularly to the support of his church-related colleges.

It is probably true that our Methodist institutions have not systematically and intelligently interpreted their services to the church. This duty must be fulfilled before adequate support will be found. The Regional Conferences should give us valuable, timely assistance just here. College officials, of the administration and faculty, through relating themselves vitally with the interests of their supporting con-

stituency, can contribute materially to the solution of the problem of support. It is necessary that the facts be made known to the church constituency. If the colleges be compelled to seek support outside the churches, there will be separation rather than co-operation between them.

The above problems indicate the background of the Regional Conferences. They suggest some of the topics which may be discussed. The church and the church-related college offer a powerful and effective remedy for the world's ills.

Homemaking Course Settles Money-Spending Problems

"The husband may have the privilege of earning the family income, but the wife should share with him the responsibility of spending it." This was the unanimous opinion of students in the so-called "Bride's Course" at MacMurray College for Women (Jacksonville, Ill.). To this poll was added the opinion that a wife's work outside the home is justified only by economic necessity or by changing conditions as a result of world situations. They agreed, however, that all married women should have a background of training which will make them capable of taking over the responsibility of family support if circumstances make it necessary.

MacMurray's "Bride's Course" is a homemaking course designed to anticipate the problems with which students will be confronted in establishing a home. It covers such factors as human relationships, selection of household furnishings, income budgeting, child care, sex education, worthy use of leisure time, and the buying, preparing and serving of food.

Forecasting the Regional Conferences

H. W. McPHERSON *

The saying, "Coming events cast their shadows before," has taken upon itself the weight of a proverb which is recognized as containing a practical truth. That word "shadows" is not to be interpreted literally, so we can apply this idea to the forthcoming regional conferences with the assurance that they are already casting a wholesome light on Methodist educational emphasis. It is hoped the plan may be carried out so effectively that this light may shine "far down the future's broadening way."

We have a right to forecast the outcome of a movement if we consistently take into consideration the worth of the idea underlying it. This "right" is based on the logical expectancy of getting out of it returns in proportion to what is put in. It is wise, however, in all cases, to remember that a stream cannot rise above its source. To venture a bit further in the realm of homely proverbs, we are sufficiently encouraged to preface what we have to say with, "Well begun is half done," although we dare not take literally the saying, "The beginning is half the whole."

Those who have had to do with planning these conferences have every reason to believe that the movement will be well worth while, first, because of the underlying idea which is of such importance as to need the serious consideration of educators connected with The Meth-



odist Church; second, because of the wholehearted co-operation and the general attitude of good will with which the plan has been accepted by the educational forces of the church.

A project or movement is like a building, no more substantial or enduring than its foundation. In the case of the regional conferences, the idea mentioned above, resting on the unshakable bedrock of a great need of concentrating our educational forces, is the sure foundation. Our educational program is a *very practical division of labor* as represented in the various lines, activities, organizations, institutions, agencies, boards, and divisions in boards, which in turn are subdivided into departments even to the sharpest and finest point of contact upon minds and characters. In spite of all this, however, there is an *actual unity*, which relates to the oneness of individual personalities and which dare not be overlooked. Viewing the process as a whole, we are led to exclaim, "What an *e pluribus unum!*"

While we accept academically, such a statement of the facts in the case, for practical purposes and on

* Executive Secretary, Division of Educational Institutions, Board of Education of The Methodist Church.

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the level where we actually live, move and have our being, we frequently act as if there were diversities of final function and aims as there are diversities of tasks. There is danger that each shall so magnify his own office as to fail to see the whole, whereas none should lose sight of the genuine unity of the educational process and of this branch of the church's total task. It is one, even as "The Methodists Are One People."

Mechanically the coming conferences are to be simple. They are sponsored by the Division of Educational Institutions of the Board of Education in co-operation with Regional committees on program and local arrangements. It is expected that there will be a general, and fully representative, attendance of all classes of educators in the church. Contrary to many overcrowded programs the plan is to give adequate time for general discussion and meetings of groups as desired, with ample opportunity to "talk it all over." Each conference will determine what, if any, printed report, or findings, there shall be following the meeting, and also whether similar gatherings should be planned for the future. The major consideration in all of these conferences is to be, *how can we as a church get from where we are to where we should be, educationally?*

We hope to see our task and *see it whole*. So important are the many subdivisions of the educational program of the church that frequently even some of our best educators become so engrossed with their own sectors of the line as to be virtually unconscious of the fact that they are working as partners with many others in an effort to carry on a great united program. This attitude at first appears to indicate a commendable concentration of effort,

but when we realize that it may be shared by millions, all focusing on their individual parts entirely oblivious of others, it really becomes disunion of a most blighting type. Who would think of pulling a personality to pieces to be educated in sections, trusting some unknown magic to assemble later the various parts into a well-rounded, intelligent, Christian character?

Born of a genuine need, these conferences will surely result in such a vital focusing of interest and effort upon a common task as will give to all of our educational forces an invincibility akin to the eternal truth that we teach, which truth, properly comprehended and practiced, can produce life abundant in all the worlds that exist for the habitation of human personalities and immortal souls. We seek in our educational effort the most effective way to say this to a bewildered world in a tragically secular age. We expect to look the world squarely in the face, consider its dire need and then try to match over against all the ghastly gruesomeness of the present chaos the message of Him who said, "Be of good cheer, I have overcome the world." We must channel this life-giving truth through the best educational program the church can provide. This cannot be done until we comprehend the total task and marshal our total equipment. It seems providential that the union of Methodism came at a time when the world needs as never before a mighty impact of all Christian forces against ignorance and unrighteousness.

Venturing to use once more a much overworked word, we hope through these conferences to implement more effectively our educational equipment and to carry forward a *total* enlightening and Christianizing process throughout the 20,-

000,000 of our Methodist constituency. Practically this should mean that all of our educational forces, from the Board of Education in the Local Church through the Annual Conference Boards, with their Executive Secretaries, our institutions of higher learning in their highest possible state of efficiency, together with all other instrumentalities of the church, would be so united in the one great task of Christian education that all Kingdom activities may become increasingly effective through the years ahead.

Divisions necessary for the assignment of tasks and the proper discharge of responsibilities are not to be overemphasized, so as to weaken our educational forces in this day of Methodism's greatest challenge. These stock-taking meetings will so stress the importance of integration and co-operation in this field as to mark a new day in our church. In this new day we will build more effectively, every man over against his own house, because of the undergirding consciousness that his work is a part of the total wall. There is no escape from the conviction that The Methodist Church has come to the Kingdom for such a time as this. In a most amazing spirit mechanical union was effected. This series of educational conferences should constitute another forward step toward that inner and spiritual unity which alone can make our program of education the mighty antidote it should be in this, one of the darkest days the world has seen since the advent of its Great Teacher. God's answer to the prayer "Give us men to match *our* mountains," is becoming more apparent through a united Christian education program.

To sum it all up, we are expecting that these conferences will bring us as a church to a new consciousness

of the fact that educationally "The strength of the pack is the wolf, and the strength of the wolf is the pack." We shall be greatly disappointed if the net result does not leave us with a clearer understanding that an educational house divided against itself cannot efficiently endure. Figuratively, however, when we join hands with a new vision of our total task, we can hope to go forward with greater enthusiasm, having accepted more fully the principle, "united we stand."

School for Rural Missionaries

The second annual short-term school for rural missionaries will be held at Scarritt College (Nashville, Tenn.) March 24-April 18, followed by a travel seminar, April 19-29. The school, which is one of four being held at college centers in the United States, is sponsored by the Foreign Missions Conference, representing some twenty denominations, in co-operation with Scarritt. The furloughed missionaries who will attend represent thirteen countries and eight boards of missions. The Scarritt school is the center for the South. The travel seminar will afford opportunity for first hand study of rural and racial problems in the South. Travel will be by chartered bus and places to be visited include aspects of government projects such as the Tennessee Valley Authority, and Federal Security Administration; effective rural county organizations, co-operatives, and "Lord's Acre" projects handicraft centers and health units.

"True human excellence inevitably rests upon both intelligence and righteousness."—*Dr. W. M. Alexander.*

How the Regional Conferences May Undergird the Colleges

RAYMOND R. PATY *

It is a most opportune time for The Methodist Church to take stock of its program of higher education. The leaders in this field need to counsel together in order to redefine the role of the church college and university in relationship to the total educational program of the Church and to the field of higher education in general. The union of the Methodist churches has resulted in an enlarged educational program and has brought into one great body a variety of institutions of higher learning. It is highly important that the leaders of our educational program restudy its facilities and its needs, and determine a course of action for the coming years.

The opinion has been expressed by various leaders that a series of regional conferences would insure the attendance and interest of a large number of leaders in education. A regional conference could deal with the more immediate problems of an area in addition to the broader program of the Church. A Planning Committee was selected to consider the need for these conferences and to formulate a general program for the meetings. This committee abhorred the idea of adding just another series of meetings to an overcrowded and overlapping program in vogue at the present time. The unanimous conviction, however, was that these conferences could serve specific purposes, namely:

1. To redefine and revitalize the responsibility of the Church in the field of higher education;
2. To clarify the functions of the Division of Educational Institutions and the relationship of the Division to the other two Divisions of the Board of Education and to the annual conference educational program; and
3. To develop a statesmanlike, concerted, Church-wide program through which the Division of Educational Institutions may best serve the Church.

At these regional conferences general meetings have been planned to consider the broader aspects of our work. Provisions have been made also for group meetings to consider



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specific problems which are of peculiar interest to a section of the education program of the Church.

In the general meetings competent leaders will discuss the educational responsibility of the Church in a world of conflicts and change. The functions and relationships of the various divisions of the educational work of the Church will be redefined. Financial policies and programs will be discussed. The important matter of student enrolment will be given consideration and the student religious work on the campuses will be reviewed. The functions of the University Senate in its efforts to raise the standards of our institutions will be presented by those who are given the responsibility of maintaining the quality of scholastic work in our colleges and universities. Plans for co-operation instead of competition between our institutions will be formulated.

In the group meetings, college presidents, deans, and trustees will have a chance to exchange ideas. Chairmen and executive secretaries of Conference Boards of Education will discuss their work with directors of Wesley Foundations and Professors of Religion and other campus religious leaders. Those who direct the training of ministers in the theological seminaries and in the pastors' schools will consider the whole field of ministerial training. College ministers, editors of church papers, the bishops and others who are related to the educational work of the Church will find in the general and group meetings matters of moment being discussed which will be stimulating.

Periods of national crises and world unrest have profoundly affected the work of the colleges and

churches in the past. In such periods educational institutions have collapsed or have been compelled to curtail their work in such a way as to change their form or location. On the other hand institutions have experienced a new breath of life and a broadened program of work as a result of these upheavals. If the Church and its institutions are sensitive to the needs and opportunities presented by these times the results may be more glorious than is indicated by the immediate view.

No one can deny that a graver responsibility rests upon the leaders in religion and education than we have faced in recent years. There is no place for a limited view, a narrow concept of the program of the Church or education. A display of petty statesmanship in the leaders in these fields at such a time will be a signal for the loss of prestige and opportunity to serve the larger needs of our youth. If our leadership is characterized by mediocrity in its thinking and planning, of necessity we shall surrender a noble task to others who are equipped in mind and heart to assume responsibilities.

If the colleges are to be undergirded by the assembling of leaders to discuss these problems, it will be because those who attend have prepared in advance to share the results of their best thinking and experience. Despite the fact that our individual responsibilities bulk large in our thinking, we can best prepare ourselves, if we intelligently consider our individual tasks in the light of the broader program of religion and education. The best that religion and education can offer to its youth is the only goal that The Methodist Church has a right to set before itself.

An Approach to Religion in Education

EDWIN E. VOIGT *

Each year there are numerous conferences and seminars in which we meet to try to figure out a way in which religion can be "sold" to the youth of today who will be the leaders of tomorrow. Through these meetings and discussions certain things are beginning to stand out more conspicuously than the rest. On the one hand, it appears that in student work we need to make a more careful study of the student. What are his attitudes, his interests, his backgrounds, his goals? We have been preaching religion at him in large homeopathic doses, hoping that some therapeutic element would do the trick and cure him of what ails him. We begin to see that religion is not a theology or a scheme, but a growing process which must start at the "growing edge," to use Richard Cabot's phrase, of his moral and religious life.

On the other hand, it has become equally evident that we must be more critical of the methods by which we hope to bring religion to his consciousness. Will preaching do it, or discussion groups, or historical and critical study? Is the educational institution the vehicle, or is it the Church, or is it some neutral organization, such as the Y. M. C. A., the Y. W. C. A., or the Student Christian Movement? In instances we have not been very objective in appraising our work among students. Each worker, ac-



cording as Providence favored him, got a job on or near a campus, each attacked student religious work from the avenue thus opened, and each then rationalized that way as the proper way in which the task should be done. Result: we have developed so many different types of student religious workers, that we are falling all over each other, and the student generation is being dispersed over the face of the earth unredeemed because of the babel of tongues of those who would save them.

Therefore, let us simplify, correlate, understand what we are about, and let us do so on the basis of living facts and a sound interpretation of them. I suggest that as our great new united church faces the task of keeping religion alive in the hearts of many thousands of her students, these following things be regarded as basic in our procedures.

1. Let us be more careful in discovering and stating where the student actually is living, mentally, morally, and spiritually. They say that human nature does not change, which is doubtful of adults, and cer-

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tainly untrue of students. Nothing shows it so clearly as to have a man, who has been off the campus for a stretch, come back and try a program that once "worked," but that, after only a few years, falls flat and is as passe as leg-o-mutton sleeves. Student interests and attitudes are as shifting sand, and the tragedy is that the student activities, not to mention the movies and the night clubs, take cognizance of these changes and capitalize on them long before the religious enterprise knows what is happening.

Is Mortimer Adler right? Have students replaced culture with a veneer of sophistication; are they basically selfish, wanting to get on in the world, willing to use any method, democracy, science, religion, or what have you, as long as it proves helpful, and ready to scrap the highest sanctities if they do not seem to promise tangible results? If Adler is right, this attitude is different from the confused uncertainty of the early depression years, and it is altogether different from the "Oh yeah" of the late twenties. But we do not know if Mr. Adler is right or not; we have opinions, not facts. What we need is a research staff continually taking the pulse of student life, who are conducting a kind of unending Gallup poll, and who at the end of each thirty-day period, say, lay on our desks concrete data saying, this is the way the wind is now veering, these things are dropping out, and these things are coming into student consciousness and thinking. And this information should come from more dependable sources than random discussions and occasional interviews.

2. We need to have a more concrete idea of just exactly what our product is to be. Here, let us say, is our patient, and here is where it hurts him—what results do we ex-

pect to achieve, and what products will give us the satisfied feeling that our work has been well done? On the question of what we are after, there is the greatest variety of thinking, and consequently the greatest variety of method. Some say that the object of student religious work is to keep students in the church, some indicate that it is to give them knowledge of the Christian religion, some call for integration of personality around the personality of Jesus Christ, some call for character building, some want us to develop students who are sensitive to the social ills that now afflict society, etc., etc.

None of these objectives are inherently wrong, but some of them are inherently contradictory, and we cannot pursue all of them independently of each other at one and the same time. To have several of these objectives in operation in a given situation, without the full co-operation and sympathetic understanding of the responsible leaders involved, is like having your grandmother treated by a physician, an osteopath, and a chiropractor, while a Christian Science healer is praying in the next room. In this confused world it is already hard enough to fit the crazy patches of life into any kind of an intelligible and integrated pattern, and we who are the disciples of Him who said, "if the eye is single the whole body is full of light," have got to stop adding our bit to the centrifugal forces already playing havoc with student personality. Of course, in a democracy and in a church that believes in democracy there ought to be a place for difference of opinion, but let us work the democratic method until we find a synthesis of all that has been before us, and until we come to a common agreement of what we have a right to expect as

the product of our efforts and programs and expenditures.

3. We need, keeping in mind the two things emphasized above, a more careful co-ordination of our techniques. And here, to be more constructive, I would suggest that we need to emphasize and correlate at least the four following essentials.

a) Courses in Religion. Any religious experience worthy of the name presupposes an adequate conception of the place of religion in the culture and development of the race, and in particular a true appreciation of the development of our own religion. This means an understanding of the true genius of our religion as revealed in its history, literature, and philosophy and psychology. As Clarence Shedd remarked (*Journal of Bible and Religion*, November, 1940) students should not merely be "sprayed" with religion, but they should be helped to see the profound place religion has had, and does have in the experience of man. This will be done through courses of study, and they should be solid courses of study that do more than provide a way to keep football stars, and others, in college (cf. *Christian Century*, January 8, 1941, p. 44).

b) The developing student ought to have a growing appreciation of the values which constitute the Christian religion. He should be given an opportunity to make a personal commitment to those values. And he should be helped to apply them to all aspects of his life and so to work them into an integrated personality. This cannot be done in the mass; it is a personal appreciation and a personal integration. This means personal counseling.

A former staff member of the Presbyterian Board of Education said that that Board holds that there should be a student worker assigned

to every 300 students. As a matter of fact one counselor cannot serve that many students, but of course all of the three hundred will not come for counseling. At any rate, the student religious enterprise calls for counseling, and we might well reach some common agreement of the ideal we should strive for as the index of adequate counseling facilities.

c) The student needs opportunity to check and recheck the cogency of these Christian values through experimental living and the practice of the Christian philosophy of life. He needs to be encouraged and helped to make a radical (i.e., "grass roots") application of these values to the morals, conventions, standards, and institutions of present-day society. This is saying in another way what St. James said—"Faith without works is dead." It makes for sterility in the religion of students (and adults?) to talk about the Christian "Way," but never to get experience in practicing it. If we want these young people to develop into effective laymen, let's commence, or better, let's continue to encourage a program of action and creative expression for the basic Christian values. If the world is to get better, we need to encourage students to apply these values to areas yet in darkness, and if they do and so draw the criticism of those whose "grave" is endangered, then by all means let's not let the students down.

d) A student's religious needs will not be satisfied until he has been bound into a vigorous and dynamic religious institution. Almost one hundred per cent of everything that now touches student life has organized backing. Not merely the evil that threatens him, but every product he purchases and every idea he picks up comes out of the life or

the design of an organized group. Alone he has no more chance than at snowball in dog days to stand up against these corporate impacts. It further needs to be said that personality does not come to its highest fulfillment until the individual has found a happy and useful place in the life of some group. This is as true of religion as of the rest of life, as Samuel Wesley wrote to John, "You cannot worship God alone." This calls for a college church that is vigorous and dynamic, into whose fellowship the student is welcome, in whose life he can find a creative opportunity for service and worship, and through whose life he can relate himself to a stream of life that is hallowed by a glorious tradition and flows on into life everlasting.

These four things—courses of religion, personal counseling, creative activity, and the fellowship of the Church—these, I think, are the minima of good religious work among students. Good student work is not merely in doing one of them well, nor yet in doing all of them well individually or periodically, but in doing them all well continually in a program in which all are correlated, and all are carried out by individuals who understand both the part and the whole.

Fisk Gets \$100,000 Grant

Fisk University (Nashville, Tenn.) has received a grant of \$100,000 from an anonymous foundation to be placed to the institutions endowment fund. The income from the gift, which will be matched by a similar amount from the General Education Board, will be used in developing the department of religion.

Council on Wills for Hendrix College

The establishment of a Central Council on Wills for Hendrix College was announced by the Rev. J. D. Hammons of Little Rock, vice-president of the Conway Methodist school yesterday.

Dr. Hammons said its primary objective will be enhancing Hendrix's financial endowment; a long-range objective, improving other colleges through the stimulation of educational bequests in wills. The council, organized at the home of Associate Justice Frank G. Smith of the Arkansas Supreme Court, 2200 Gaines Street, may be the South's first.

H. T. Harrison, Little Rock lawyer, was named chairman. Executive Committee members are: Dr. Hammons; E. W. Martin, Hendrix treasurer; J. H. Bowen, trust officer of the Union National Bank, Little Rock, and G. DeMatt Henderson, Little Rock lawyer.—*Arkansas Methodist*.

With All Their Faults

Out of each 1,000,000 without schooling, only 6 attain distinction; out of each 1,000,000 with elementary schooling, 24 attain distinction; out of each 1,000,000 with high school education, 622 attain distinction; and out of each 1,000,000 with college education, 5,768 attain distinction. So it seems that for all their faults, and their faults are many, schools are a good investment—*Glenn Frank*.

* * *

Dr. Roy L. Smith, editor of the *Christian Advocate*, organ of The Methodist Church, was guest leader for Religious Emphasis Week at Iowa Wesleyan (Mt. Pleasant, Ia.) February 16-19.

The Conference Executive Secretary and the Regional Conferences

LESTER S. NORRIS

The Executive Secretary is more than an administrator. He is more than a promoter. His task is greater than setting up board or committee meetings, educational conferences, leadership training schools, and promoting them successfully. Back of these tasks there must be a motivation fundamentally and dynamically based in the conviction that the Christian philosophy of life is the way out. Though expert as a technician in his field and efficient as an administrator, he must nevertheless be consumed with the driving purpose of his high calling.

Since all agencies and institutions affect life and influence it for or against that which we call the Christian way, the Executive Secretary will find himself concerned with life as a whole, but more especially in those institutions apart from the church itself, such as the home and the school, which are the formulative institutions in the development of concepts, attitudes, ideas and personality. Since it is a sound educational theory that real learning takes place by successful living, the Executive Secretary, in line with this consuming purpose, finds himself as much concerned with that learning and that life which takes place outside of the classroom or the church school, as he is with that which takes place inside these institutions.

* Executive Secretary, Ohio Conference

The Executive Secretary also finds himself confronted with the acceptance of the theory that all education is one. What men do on Monday is therefore equally important in his thinking with what they do on Sunday. He can hardly escape the convictions of Rauschenbusch that it is as much murder to dilute milk or to pay labor twelve cents an hour as it is to hold up a man at the point of a gun at night. In other words, it is as much Christian to be a good citizen as it is to be a good church member.

Certainly if we accept the theory that all education rightly conceived is one, we can have no question about the fact that Christian education is one. Apparently there is need of lifting up the emphasis that there is at the center of the universe a Christian God, since humanists raise this issue as against the theist. Assuming the correctness of this position, the church certainly is in error when it attempts to separate education in the local church or through Wesley Foundations and similar church-related student groups from education in the so-called Christian colleges.

We of course cannot help but recognize the necessity with which the Christian college is confronted in the maintenance of academic standards. On the other hand, we cannot help but feel that the church has failed miserably in maintaining any sort of educational standards. Nevertheless it seems apparent that neither of these two suggestions would warrant the ruling out of the Christian emphasis in the college, or the necessity of better educational standards in the church school. As a matter of fact, the argument would be just the opposite. Therefore there is a necessity of a greater emphasis in the so-called Christian colleges of a basic Christian philosophy in the total curriculum, as well as on definite training in churchmanship.

This latter training should include more than an academic study of the Bible, of church history, or even of theology, or modern religious thought. Many practical courses ought to be included, such as training in worship, training in the techniques of religious education, church music and drama. Presumably we can leave subjects beyond this for the seminary.

Since the average educational institution under the auspices of The Methodist Church or of any other denomination has tended more toward the standards of a state or municipal institution in recent years, it seems to me that a conference that brings together Wesley Foundation and student groups, the local churches and the educational institutions, ought to emphasize at least three points:

1. There should be in our colleges a very clear and well-defined emphasis by instructors and professors in all departments and classes on the basic Christian belief which ought to undergird life and all of its relationships. Presumably this can be done only if such instructors and professors have the Christian point of view.

2. The colleges should include in their curricula definite and practical subjects in the training for churchmanship, as suggested above.

3. There should be a very definite and clear recognition of the church on the campus. The Discipline of The Methodist Church provides for this, of course, in its campus-church-relations committee.

This latter suggestion can be achieved by a clear recognition of the fact that the college ought never to become a substitute for the church because the church is the ongoing institution for the promulgation of the Christian way of life beyond the four academic years. On the side

of the church it certainly means that the ministry and program of the churches themselves must be lifted to a higher level, which will at once become more interesting and dynamic in the lives of the students themselves. It is in line with these suggestions that I hope the program of the regional conferences will be formulated.

Rev. Paul Worley, of Marion, Virginia, former Executive Director of the Youth Crusade Movement in The Methodist Church, South, was the speaker during Religious Emphasis Week at Wofford College early in February.

Using as its general theme, "Christ, the Church and You," the Student Service Department of the Lutheran Church is sponsoring a series of College Missions designed to reach every campus of the denomination. Guest speakers conduct discussion groups and visit classes on invitation. The twofold objectives, (1) to deepen the spiritual life of the students and to deepen their understanding and appreciation of the Lutheran Church and (2) to ask students to consider God's will for Christian service, dominate the entire program.

A recent article in the *Virginia Methodist Advocate* recounts the Church and other religious activities engaged in by members of the faculty of Randolph-Macon College, Ashland, Virginia. Practically all members of the college organization are carrying responsibilities in the local church—many of them also in Conference and general church work.

What I Should Like the Regional Confer- ences to Accomplish

A Symposium

Help to Bridge the Gap Between the Church Colleges and the Local Church

More than anything else I am hoping that the Regional Conferences will help to bridge the gap between the church colleges and the local church. Our Church has a single educational system, of which the colleges ought to be an integral part. But too often we do not prepare our young people in church school and church for the college experience, and college does not send them back to us prepared to be helpful laymen all the rest of their lives. Ministers of local churches, and college teachers and executives need to sit down together and discuss the training of these Methodist youth whom all of us seek to serve. And Conference Boards of Education need to learn how to think of the educational work done in churches and colleges as one, and how to plan for it all together. If the Regional Conferences help us there they will have done a genuine service to the Church.—*Lowell B. Hazard, Chairman, Board of Education, Illinois Conference.*

Consider Whether or Not Our Own Universities and Colleges Are Meeting their Full Responsibilities

To me the Methodist institution of higher education, whether university or college, has a real place in our Church administration. In

the tax-supported schools, with their very large enrolments, little or no attention is given to religious training. Some of our principal friends doubt that our own schools are doing enough in that direction. As to that, I express no opinion, but in these days of world turmoil and assaults against churches, I should like for the Regional Conferences of Methodism to consider whether or not our own universities and colleges are meeting their full responsibilities in this regard.—*Roy O. West, Chairman, Board of Trustees, DePauw University.*

Set Up a Workable Set of Objectives

I should like the Regional Conference to set up a comprehensive, adequate and workable set of objectives which would give the Methodist educational institutions a sense of direction as church-related schools and would give our churches a clear and compelling conception of the value of these institutions, the service they render and the responsibility of all Methodists to maintain these institutions on high levels of efficiency and to fill their halls with worthy and promising young people.

Methods for bringing these objectives to the attention of all our people are as important in the present situation as the objectives themselves.

An organization which will use the methods agreed upon in bringing these objectives to all Methodists will also be necessary if any permanent good is to result from the Conferences.—*Fred Pierce Corson, President, Dickinson College.*

Integration of the Church Col- lege in the Total Program of the Church

As a teacher of religion on a modern college campus I welcome the proposed Methodist Regional Edu-

cational Conferences as an admirable opportunity:

1. To be made vividly aware of the integration of the church college into the total program of the Church, educational and otherwise, with relation both to the world outreach of religion and to the homely local church community.

2. To enjoy fellowship and share experiences with colleagues engaged in similar tasks but with different locales and approaches to common problems.

3. To clarify issues concerning the "cultural" function of curriculum in religion in an academic atmosphere increasingly "vocational" in outlook.

4. To explore techniques in stimulating wholesome Christian philosophy of life and drive for living in a student generation failing either to "carry over" adolescent predilections for religion or to adjust youthful aversions to it and finding itself engulfed in a cynical atmosphere of refusal to build life values for any morrow beyond today's "selective military service."—*Charles F. Kraft, Professor of Religion, Albion College.*

Unification of the Total Educational Enterprise

I hope the Conferences may lead to general, well-founded, and vital ideas about the interest of the Church in higher education. Through centuries the Church has valued the pursuit of learning and has promoted in it a sense of responsibility to truth and of dedication to values. It has also furthered a program that considered the whole person, not merely his knowledge and thought, and that did not separate informational and character education. Methodism should give careful consideration to the

question whether its efforts are still needed in these directions and make up its mind firmly on the matter.

Among points to be clarified is whether the interest in education is mainly in the services to be secured for the Church from it or in the service performed by the Church through it. These two purposes are not so separate as the statement implies; but it makes a difference which is the primary one. Clear ideas on this point would provide a standard by which to judge properly whether the expectations of the Church in its educational program were being realized.

Unification of the total educational enterprise should be effected. The student's connection with the community's religious life, and the continuity of his religious life in college, pre-college, and after-college years must be preserved. Although we cannot dispense with specialized agencies for particular projects, they need to be governed by recognition of the identity of the persons and the unity of the educational program.—*John D. Regester, Dean, College of Puget Sound.*

Interpret the Spirit of Christ to Leaders

In the painting "The Presence," Christ is seen entering a great and beautiful cathedral. His simplicity and attitude is unmistakably that of Jesus of Galilee but He is as one lost in contrast with the outward expression of His spirit. The cathedral appears stilted, beautiful but foreboding, inadequate in all of its completeness for its central task, the winning of men and women to Jesus by expressing His spirit in real life.

This scene too often parallels that of Jesus as He enters the Church and its institutions. There

is no place where the contrast is more striking than on the American campus. The greatest task before these Regional Conferences is to interpret the spirit of Christ to the leaders in our student movement in terms of emphases, aims, and projects which will make real His spirit in current social and personal affairs.

Secondly I should like to see the Conferences re-think the problem of what is secular and what is religious. We too often say that the lifting of the lamb from the pit on the Sabbath is secular while the ritualistic prayer is religious. Where does the secular stop and the religious begin in our Wesley Foundations and colleges? Why not accredit or evaluate our institutions as to their real spiritual impact upon the life of a young man or woman in terms of their *total needs*. The first Regional Conferences in a new united Church will surely set up a procedure for this task.

Finally we must implement all this by discovering a method of training and accrediting specialized student leaders, ascertaining a minimum allotment of personnel and budget per student, and establishing a church-wide pattern of securing adequate recognition and support.

The Methodist Student Movement must see Christ entering a campus filled with students who need Him and who will accept Him if He is made real to life. We must replace the cathedral with people if Christ is to become familiar to this student generation.—*Harold E. Bremer, Wesley Foundation Minister Indianola Student Center at The Ohio State University, Columbus, Ohio.*

Lay Hold of a Common Core

Because of the necessary specialization in the field of religion, we

are all increasingly in danger there, more than anywhere else, of failing to see the woods for the trees. Those of us who are necessarily pre-occupied in some particular aspect of the church's educational program often long to glimpse the total enterprise into which our little tasks should fit, and from which it alone can derive significance. We want to make sure that the immediate ends we seek are not just ends in themselves, but a part of some still larger end. We want to feel that we are not toiling alone but that we have companions on the way. Among the multiplicity of labors and efforts we want to lay hold of the core that we know is common to all: how to develop wholesome, effective and dedicated Christian personalities in the midst of a distraught world.

The Methodist Regional Educational Conferences promise to furnish for our immediate time at least some answer to this recurring need. The very fact the Conferences are being held will help us to study and evaluate our own programs and their relation to other programs. But the sharing of our thoughts in a well-planned conference cannot help but give to us all a greater insight, a more confident sense of direction, and with all a humility and fellowship in our common task. Such is the only path forward.—*Paul Burt, Director, The Wesley Foundation, University of Ill.*

Gammon Theological Seminary observed Founder's Day on Friday, December 20, 1940, at 11:30 A.M. This was the Fifty-Seventh Anniversary of this leading theological seminary for the training of Negro ministers. Bishop L. H. King of The Methodist Church, Atlantic Coast Area, delivered the principal address.

STAFF

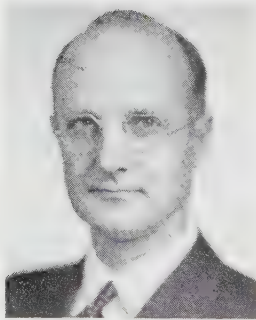
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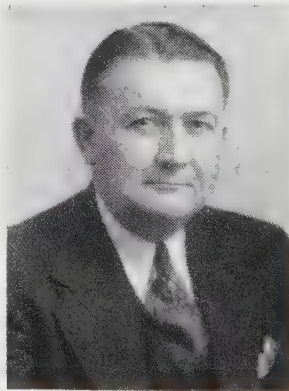
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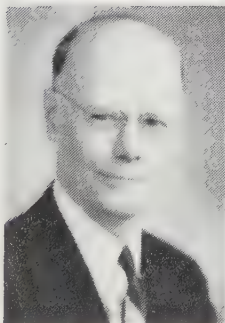


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Educational Director, Commission on Courses of Study and Associate Secretary of the Division

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The Church Affiliated Colleges of South Carolina

HENRY NELSON SNYDER *

[Impressed by reports of a significant program of co-operation in effect among the church-related colleges of South Carolina, CHRISTIAN EDUCATION MAGAZINE turned to Dr. Snyder for particulars. In the following article he sketches the history and nature of the program. Ed.]

If there is anything like a South Carolina Plan, it grew out of a series of dinner meetings at the homes of each of the Presidents of the colleges for men. At these meetings a perfectly frank discussion was held along virtually all lines of common interest. Four or five such discussions were held before any definite conclusions were arrived at.

After those representing the men's colleges had threshed through common problems, it was felt that the representatives of colleges for women should be called into conference, and they were.

Having come thus to the conclusion that we had a common purpose and a common sense of service, we were led to a discussion as how best to carry out this purpose and render this service. This at once brought us face to face with our relations to one another: Were we to be competitive or co-operative? In trying to answer this question we raised very frankly some of our attitudes and practices. It seemed to us that we were being used by both parents and students as a sort of "bargain-counter" at which they haggled and huckstered



with us over the relative costs of education at each institution with the purpose of buying in the cheapest market. We became convinced that such methods of approach to colleges were humiliating to the institutions themselves and confusing and possibly corrupting to both parents and students. They were led to believe that education was something that might be bought at the smallest cost and that educational institutions were not offering great opportunities to prospective students, but were in the market to buy patronage at "cut-rate" prices.

There further grew out of our discussions a feeling that it was degrading to permit either parents or students to think that they were conferring a favor when they entered a particular institution and were there because of urgent solicitation and financial consideration, the result being that that fine and noble word "scholarship" has been soiled with all ignoble use and is becoming another name for just a money allowance to secure students. From this point of view, it did not seem to us that we were really engaged in a "respectable" business, not to say in the greatest process known to man, that of developing and enriching human personality. We have therefore set in motion certain plans by which eventually we hope

* President of Wofford College, Spartanburg, S. C.

to be able to relieve ourselves of the stigma of such competition and elevate in the mind of all who come to us their conception of the meaning of a college and the training it offers.

We next turned toward a discussion of our physical resources—buildings, libraries, laboratories, and endowments, to see how we could use the materials we had in hand for accomplishing the end for which we existed. Naturally, the first thing that struck us was the decrease in income on our endowments. During the last eight or ten years the percentage of income on our invested funds has shrunk at least forty per cent. For example, Wofford College would have to have an addition of \$300,000 to its endowment to bring its income from that source to what it was in 1928. This led us to the conclusion that in order to do well what we were trying to do we should have to draw in our lines and concentrate on fewer things in order to maintain our academic self-respect and a high quality of scholarly achievement. We knew, moreover, that it was going to be more difficult, at least in the immediate future, to secure additional endowments than it had been in the past and that the only way, therefore, of increasing income for current educational expenses was to advance tuition fees of students.

All these considerations, particularly the last one, directed our thought toward our relations to the tax-supported institutions of the State—Was our relationship to them competitive or co-operative? Could we find common grounds on which all of us together might serve the larger interests of higher education in South Carolina? Might there be possible methods whereby we could in friendly and understand-

ing ways serve the whole State more richly than we are now doing?

Such questions naturally suggested to us a study of the special place which each of our four great tax-supported institutions of higher education occupy in the State. Each, for example, at least in its history and traditions, does a particular kind of work and yet with increasing emphasis, at the heart of each, is a liberal arts division which purposes to do the kind of work which the church-affiliated colleges assume to do. There are, of course, certain differences in each of these institutions, in spite of the liberal arts features that belong to each.

While, in a sense, it was not our business to look at the financial aspect of our tax-supported institutions of higher education, we did so in the feeling that maybe the time had come when they, as well as we, might cease to be merely opportunists, living from hand to mouth, day by day, or whether by thinking together we might take a long look ahead and plan for something like a real system of higher education in South Carolina, in which we all had a worthy place for serving the State.

In thinking in this direction, it occurred to us that a day might come—with the accumulated expenses incident to the various social services to which the State is committed and to which it is going to be committed more and more in the future, services which because of their popularity will have a stronger appeal to the tax-distributing bodies than higher education could possibly have—a day when all of these institutions might on this account be made to suffer grievously for a lack of funds. Certain great universities in far richer states than South Carolina are already feeling the "pinch" of a diversion of funds

to the maintenance of these social agencies which normally might have gone to institutions of higher learning. At least one of these great institutions has seen its appropriations cut by \$1,000,000 a year under such pressure, and the institution itself is greatly embarrassed at the threat of further reductions.

If there is even a threat of such a day coming to us, might it not be well to begin to prepare for it now, and, instead of reducing the cost of education to students, increase that cost as almost every institution in this country is now doing? They are doing this for two reasons. The first is, the shrinkage in normal income, both the income from invested endowments and from public taxation, and under an increased pressure of public sentiment—a pressure which is insisting that they who profit by higher education ought to share more than they are now sharing in its cost. Our thought, therefore, was to bring frankly before the leaders of our tax-supported institutions, men whom we all love and honor, this very issue—whether now would not be a favorable moment for increasing the costs of higher education to all students.

This proposal brought forth special replies and comments, all reasonably sympathetic with the standpoint of private institutions from each representative of the tax-supported institutions, but beyond what might be called a sympathetic understanding, nothing was accomplished.

The representatives of private institutions however agreed, after considerable discussion, to the following report of a Special Committee on Student Aid:

Report of Committee on Student Aid

A scholarship shall be defined as "an award given to a student in

recognition of definitely proven scholarship ability."

It is recommended that no student who has failed to maintain in high school a scholastic average of at least "B" shall be entitled to a scholarship.

Discounts shall be applicable to children of ministers and of missionaries, to children of public school teachers, to ministerial students and to students from orphanages.

It is recommended that such discounts from the college treasury shall not exceed the total tuition charges.

To patrons with two or more children in the same college at the same time the quantity discount shall not exceed ten per cent of the total charges.

Service appointments shall be only for work necessary to the regular operation of the college.

It is recommended that the maximum compensation for these service appointments shall not exceed \$150.00 for any one student during the session;

That the colleges subscribing to this program give no further aid from the college treasury than that listed above (N.Y.A. aid not included);

That no student be given more than two types of awards, including N.Y.A. aid;

That no aid of any kind be given a transfer student during the first year of his transfer;

That the colleges subscribing to this program agree that they will not accept the statements of applying students as to aid offered by other participating colleges without first inquiring of such institutions as to the authenticity;

That all colleges subscribing to this program agree to file with the secretary of the Association of Church-Related Colleges by Novem-

her first of each year, statements covering the total enrolment, the total income received from students, the total of awards from endowed scholarships, and the total awards for each of the classifications as listed above, for the preceding session, and an estimate of the same items for the current year;

That the above provisions shall apply only to new students.

Speaking for this type of institution in South Carolina, I believe that we feel we have really made progress, and after a year's experi-

mentation on the basis of the above report, we plan to come together again to see what further steps might be taken.

The University of Chicago has come into possession of the papers of Julius Rosenwald, the great benefactor to Negro education. The collection, which is a gift of the Rosenwald family, consists of correspondence, memoranda and speeches, scrapbooks, loose-leaf binders recording his benefactions, books, pamphlets, and periodicals.

An Interesting Student Recognition Service

Reports which have come in from all parts of the Church indicate that Student Recognition Day was more widely observed than in any previous year. Among the many churches reporting successful and impressive services on that occasion is First Methodist Church, Corpus Christi, Texas. A letter from Reverend William H. Wallace, Jr., the pastor, states that the Student Recognition night service on December

29 was a great success and he indicates that plans are already under way for an even greater event next year. A total of nine young people representing five educational institutions participated in this year's service.

A sentence from Doctor Wallace's letter reads: "Although the President was making his widely publicized fireside chat at the time the service was in progress, still the auditorium was filled."



DR. WILLIAM H. WALLACE, JR. (back row, center), and a group of college students who participated in the Student Recognition Service in First Methodist Church, Corpus Christi, Texas

Holmes to Sever Connection with Board

Doctor Merrill J. Holmes, for twelve years head of the Department of Negro Institutions in the Board of Education of the former M. E. Church, and at present a member of the staff of the Division of Educational Institutions of The Methodist Church, recently laid his resignation on the desk of Doctor H. W. McPherson, Executive Secretary of the Division. The reason given by Doctor Holmes for the termination of his Board relationship is a recent invitation to accept a position as assistant to the President and Director of the Centennial Development Program of Illinois Wesleyan University, Bloomington, Illinois.

When the resignation was presented by Doctor McPherson to the Executive Committee of the Board in its recent meeting action was taken accepting it but stipulating that it should not become effective until a date some weeks in the future, to be agreed upon by Doctors Holmes and McPherson.

Doctor Holmes graduated from Simpson College with the degree of A.B., which institution later granted him the honorary degree of D.D. He spent a year as a student in the American School of Classical Studies at Rome, after which he graduated from Garrett Biblical Institute at Evanston with the degree of S.T.B. That institution later granted him the degree of D.D. He has also the degree of S.T.M. from Harvard University.

He served several churches as pastor and was an instructor at Garrett Biblical Institute, Evanston, later becoming dean of the college and professor of religion at Dakota Wesleyan University. For two years

he served as Secretary of Institutes in the Department of Epworth Leagues of the Board of Education and since 1928 he has been Secretary of Institutions for Negroes under the direction of the Board of Education of the Methodist Episcopal Church. He was a chaplain in the American army assigned to the 165th infantry and was at San Mihiel, in the Argonne and with the Army of Occupation.

It is doubtful if anyone in America is more thoroughly versed in the whole area of Higher Education for Negroes than is Doctor Holmes. By his tireless energy and effective guidance, he has made significant contributions to the ongoing of every institution maintained by The Methodist Church for members of the Negro race.

Philander Smith College Receives Local Support

The Little Rock, Ark., Chamber of Commerce believes in Philander Smith College, local Methodist institution for Negroes.

Recently when Dr. M. LaFayette Harris, president of the institution, began to map plans for raising \$200,000, the Little Rock Chamber of Commerce came immediately to his aid. Leaders of the civic organization promised to raise \$40,000 of the amount.

Money raised in the campaign will go toward building a general activities building for the expanding student body and to be set aside as an endowment fund. The fund will be divided equally for both purposes, President Harris announced.

Methodists will have opportunity to aid the work at Philander Smith and other church colleges for Negroes on Race Relations Sunday (the second Sunday in February) when they will be asked to contribute money for Negro education.

Association Meeting Held on West Coast



DR. UMPHREY LEE, NEWLY
ELECTED PRESIDENT OF THE
ASSOCIATION OF SCHOOLS
AND COLLEGES OF THE
METHODIST CHURCH

Meeting in beautiful buildings on the palm-bordered campus of the University of Southern California in Los Angeles on January 6 and 7 the Association of Schools and Colleges of The Methodist Church enjoyed a program of unusual constructiveness and timeliness. Many unusual courtesies were extended by the University to those in attendance and at the opening meeting, a banquet, at which President von Klein-Smid and his associates were hosts to the Association on the evening of the sixth, forty-five Methodist institutions were represented. Administrators of other schools arriving later brought the total attendance to above sixty.

The theme of the program, "Methodist Education and National Responsibilities," led into a consideration of such topics as the relationship of Methodist Education: (1) to national unity; (2) to national preparedness; and (3) to the other Americas. Similar topics were discussed in the meetings of the Association of American Colleges which had for their central theme,

"Liberal Education and Democracy," and which were held immediately following in near-by Pasadena.

Other subjects discussed in the Methodist gathering were "Implementing the Campus Religious Program," "Integrating the Church's Forces of Higher Education," "Relation of Member Institutions to Each Other in a Connec-tional Church," "The Service of the Association to Member Institutions," and "The Association's Aims for the Quadrennium."

The Association of Schools and Colleges of The Methodist Church



METHODIST COLLEGE MEN IN ATTENDANCE AT RECENT ASSOCIATION MEETING IN
LOS ANGELES

was launched a year ago by the merging of the Educational Association of the former Methodist Episcopal Church and the College Section of the Educational Council of the former Southern Church and by inclusion in its membership of the college executives of the former Methodist Protestant Church.

Under the presidency of Dr. Rufus B. von KleinSmid, of the University of Southern California, marked progress was achieved during 1940 in perfecting the organization and in establishing policies. A high light in the business session in the recent meeting was the adoption of a constitution and by-laws.

Officers elected for the current year include:

President, Umphrey Lee,
Southern Methodist University,

Vice-President, Gideon I.
Humphreys, High Point College.

Secretary, Boyd M. McKeown,
Board of Education.

Treasurer, Chas. B. Ketcham,
Mount Union College.

It is probable that the next meeting of the Association will be held in Cleveland, Ohio, in January, 1942, immediately preceding the sessions of the Council of Church Boards and of the Association of American Colleges.

Central Jurisdiction Conference on Ministerial Training

Announcement is made by Dr. W. K. Anderson, Executive Secretary of the Commission on Courses of Study, that a Conference on Ministerial Training will be held at Gammon Theological Seminary, Atlanta, Georgia, February 18-21, for ministers of the Central Jurisdiction. Approximately sixty delegates from over the Central Juris-

diction, representing all Annual Conferences, are expected to be in attendance. These delegates will be the Chairmen of the Boards of Ministerial Training in their respective Annual Conferences.

The Conference will be held at the time the Thirkield Lectures are being given at Gammon by Dr. Paul N. Garber, of Duke University. Doctor Garber will speak each of the four mornings while the Conference is in progress, using as his theme, "Preaching, Social Service and Interracial Goodwill."

Latest Memorandum on Caravans

ROWENA FERGUSON *

Get out your pencil for some quick figuring and you will see the import of the newest development in the Methodist Youth Caravans for next summer.

The number of Caravans being scheduled for 1941 has been increased to 96, due to the urgent demands from all over Methodism, which means that there will be 384 young people in this work during July and August, four to a Caravan together with an adult counselor. Each Caravan will visit seven local churches for a week's period, making a total of 672 communities to receive the stimulation of the Caravan program. These churches are in 54 annual conferences, breaking down geographically into 22 northern and 24 southern and 8 borderline conferences. Such widely separated localities as New England, Florida, Minnesota, Colorado and

* Editor, *The Epworth Highway*, and member Caravan Planning Committee.

California will have Caravan teams in this truly united youth enterprise of Methodism.

The recruiting of Caravaners largely from student groups goes on both carefully and rapidly, with the counsel and co-operation of Conference Executive Secretaries, through the office of the Department of Wesley Foundations and Student Work. At the same time arrangements with local churches desiring Caravans are being made through the Conference Executive Secretary by the office of the Board of Education Youth Department. Young persons desiring to serve on a Caravan team and also churches wishing visits from Caravan teams should contact their Conference Executive Secretaries of Christian Education.

The young people will receive special training at six camps during June: three in the east, North Carolina, Mississippi and Ohio, and three in the west, Texas, Iowa and California. From each training camp the teams will scatter on their separate itineraries for seven consecutive weeks.

Foreign Affairs Luncheons

The Foundation for the Advancement of Social Sciences of the University of Denver (Colo.) has announced the twelfth annual series of foreign affairs luncheons to be held on Saturdays during January, February and March. The lectures, it is said, are designed to throw light upon some of the immediate problems which demand solution and to aid in thinking through to the inevitable problems of reconstruction which must be faced after the present cyclonic strife has subsided. Topics include: The Stakes of American Diplomacy in 1941; Problems and Objectives in Hemisphere Co-operation; The American Role in a Future World Order; The Eastern Mediterranean, Key to Power; The American Way.

Financial Service in Methodist Colleges



A meeting of more than ordinary importance was held in Birmingham, Alabama, on February 4. It was called by Bishop J. Lloyd Decell, who presided, and was in the interest of the Wesley Foundation of the University of Alabama. It represented an important step in the Foundation's effort to secure an adequate building in which to center its work for the more than 1,300 Methodist students now enrolled at the University and those who may be attending in ever increasing numbers. The campaign for \$250,000 is being directed by a representative of the Department of Financial Service of the Board of Education.

A campaign for \$25,000 for Lambuth College, also directed by Frank H. West of the Board's Department of Financial Service, is now in its final stages and is expected to reach its goal when the final reports are received on February 17. The money is being raised throughout the Memphis Conference. An outstanding characteristic of this campaign is the important part being played in it by the lay forces of the Conference. More than 200 laymen hold official positions in the organization.

The three objectives of the Department for every campaign bid fair to be realized in this one. They are:

1. Get the money sought.
2. Be sure that Methodist churchmen participate actively in the effort and in such a way that they become informed, enthusiastic supporters of Christian Education.

3. Make sure that the people of the area served by the college generally become more intelligent on the subject of Christian Education and the church's educational program.

The Department of Financial Service has been asked to provide leadership for a quiet financial effort for \$50,000 for the American University in Washington, D. C., to begin immediately at the close of the Lambuth College campaign. This is a co-operative effort of the University Board of Trustees, of which Bishop Adna W. Leonard is the President, and other friends of the institution in Washington and general vicinity but inasmuch as The American University at the nation's capitol is representative of the whole church, contributions may be sought outside the Washington area. Frank H. West of the Board's Department of Financial Service will be in charge of the drive.

Several other colleges have requested help from the Department for later in the spring and a number are scheduling the services of the Department for the fall.

Ministerial Group Active at Union College

The ministerial students, thirteen in number, and representing eight different states, have formed a campus organization at Union College, Barbourville, Kentucky, known as the Oxford Club. The Club meets twice each week and carries out a regular schedule of projects, deputations and the like.

In a recent survey by the registrar of the college, it was shown that in point of academic marks the ministerial students rate third among the professional groups represented in the student body.

Conference Leaders in Ministerial Training Hold Inspiring Meeting



WM. K. ANDERSON *

The Twentieth Annual Conference on Ministerial Training, organized by Dr. Allan MacRossie in 1921, was held at Garrett Biblical Institute, Evanston, Illinois, December 31 to January 3. Approximately 100 delegates were present, representing the management of the nearly fifty summer schools of American Methodism. Those who lead in the ministerial training work in most of the conferences of the United States were present. The meeting was under the direction of the Commission on Courses of Study. It is the annual gathering of those who are most active in its work.

The program theme was "The Church of Today and Tomorrow." Many leaders of the church took part, including bishops, professors, executives and pastors. Each of the addresses has been summarized and a paper-bound book of 100 pages will be published containing these summaries. Every pastor of the church will receive one of these books from the Commission. They will be of service in furnishing preaching material and for group study. Other copies will be on sale from the various branches of the Publishing House at 25 cents each.

* Educational Director, Commission on Courses of Study.

Commendation

"I certainly enjoyed the last issue on Race Relations work and intend presenting this matter whether I get much money or not. We need the educational matter anyway."—*John W. Price, Northwest Texas Conference.*

* * *

"I received Race Relations Day Number of the CHRISTIAN EDUCATION MAGAZINE. I have spent about two hours in my study this morning reading it. I think it is the best issue I have ever seen."—*John M. McCormack, Southwest Texas Conference.*

* * *

"Congratulations on the initial issue of the consolidated CHRISTIAN EDUCATION MAGAZINE. It makes a fine impression from the standpoint of mechanical style as well as content. I have read every line of it and feel that as a Race Relations Day number it carries a fine appeal. The articles are thoroughly charged with the Christian spirit and outlook. I also like the clean-cut pictures used."—*H. J. Mason, Alumni Endowment Secretary, Wiley College.*

* * *

"If you can spare me about twelve copies of the CHRISTIAN EDUCATION MAGAZINE, I want them to give out to some of my members. I am sure it will inspire all to do more for the cause the second Sunday in February."—*A. A. Wright, Starkville, Mississippi.*

Boston University's Seminary Singers, composed of 32 men from the school of theology, conducted their eighth annual southern concert tour, January 23-February 8. The group made 15 appearances under the baton of Dr. James R. Houghton, director of Boston's famous choral group.

Book Reviews

Introduction to Youth. By Erdman Harris; The MacMillan Company, New York; 221 pages; \$1.75.

In *Introduction to Youth* Doctor Harris brings to bear upon his subject an unusual background of special study of the field and of comprehensive experience with young people in America, and in other countries as well. The book has a comprehensive sweep but is religiously and educationally sound. It contains practical guidance for parents, teachers, preachers, counselors, and other adult workers with youth.

Introduction to Youth begins with an introduction to the problems which today's youth are facing—problems of unemployment, delayed marriages, discouragement, war and confusion. The chief task of adult workers with youth, so Doctor Harris says, is to "help young people learn how to make the most of whatever happens to them."

The chapter on teaching and learning does not pretend to be a textbook on education, but it gives some valuable suggestions as regards the desired end-results in terms of student character and personality and as regards how best to achieve these results through the process of teaching and learning. A high standard is set for teachers who are told that they must be inspirers as well as practical guides of the young people who sit in their classes.

One of the best chapters in the book is the chapter on talking things over. It contains practical suggestions concerning counseling, especially concerning certain types of cases which the unskilled case worker should direct to a trained psychiatrist. The author believes that in all counseling procedures responsibility should be put on the young person for making his own decisions and choosing his own courses of action.

A quotation taken from the final paragraph serves to set forth the theme and tone of the book. It reads: "We will be untrue to our opportunities as guides, philosophers and friends, if we do not do all we can to help young people to find a meaning in life, a cause to serve, and a spiritually satisfying interpretation of their own experience, which will stand them in good stead during the inevitably trying days which the future will bring."—*B. M. M.*

Christianity. By Harris Franklin Rall; Scribner's; 1940; 363 pages; \$2.50.

Out of more than two hundred manuscripts submitted by scholars in the United States and nine foreign countries, this book was chosen for the award of \$15,000 celebrating the fiftieth anniversary of the Bross Foundation.

Dr. Rall proposes to answer the question "What is the Christian religion, and can it maintain its claim to be supreme and final?" and he does this with a conviction that "the primary vocation of the theologian is not to write books for other theologians to read," but rather to make the things of our faith clear and convincing to the intelligent man.

Here is no labored deduction from theological premises, and no desperate defense with one's back to the wall. Faith so sure as the author's needs describing rather than defending. With the clear and simple style which we have learned to expect from his many other writings, Dr. Rall gives his reasons for his faith in the God who is transcendent above all life, and at the same time is immanent Spirit at work in all life.

All the branches of modern knowledge, whether of science or sociology or philosophy, are but pathways leading to the God who can never be proved but is always being discovered.

I know of no other statement of modern faith so comprehensive or so readable.—*W. A. Smart.*

The Pivotal Problems of Education. By William F. Cunningham; The MacMillan Company, New York; 1940; 588 pages; \$3.00.

This book presents in well-organized form a philosophy of education from the standpoint of a leader in a great religious denomination. Fundamental issues are clearly and forcefully stated and in many of the discussions the applications tend to be such as to admit of general acceptance.

The fundamental weakness of the book is recognized by the author in his introduction, where he indicates his intention to make the book simple enough for the beginning student and at the same time challenging to the student who has had considerable introduction to philosophical literature. The brief introduction probably suffers from over-simplification which results in inadequate treatment and also prevents the possible treatment of opposing points of view. Apparently, the position of the experimentalist is not properly interpreted, thus leaving the book open to criticism from those who desire rather full treatment. Similarly, the criticism of Dewey hardly seems adequate for a scholar who does not need to resort principally to finding fault with Dewey's difficult style.

Altogether, the book is well worth reading and careful study, particularly since it is a rather thorough going attempt to state the philosophy of supernaturalism applied to education.—*D. S. Campbell.*

Faith Is the Answer. By Smiley Blanton, M.D., and Norman Vincent Peale, D.D.; Abingdon-Cokesbury; 223 pages; \$2.00.

This volume is an excellent example in authorship, organization and content of the co-operative and supplementary relationship that should exist between psychiatry and religion. It takes up such common problems as those relating to the exercise of faith, the mobilizing of mental energies, dealing with fears and worries, grief and sorrow, conscience and the sense of guilt, loneliness, illness, love and marriage. It probes deep into each of them and discusses each topic from the angle first of a psychiatrist and then of a pastor.

Frequent references are made to a church clinic in which the two writers co-operate and much of the case material used in the book and many of the conclusions and suggestions as to methods as well come from this background of common experience and effort.

Stripped of technical language, the book dwells upon the important role played by unconscious mental forces; it also makes understandable the responsibility of parents for the psychological weaning of their children. Bible verses aptly quoted provide sound bases for conclusions reached and fitting illustrations make for interest and clarity.

The book will be of interest to all who serve in a counseling relationship.—*B. M. M.*

A Philosophy of Religion. By Edgar S. Brightman; Prentice-Hall; 1940; 539 pages; \$4.00.

For those interested in the study and discussion of great religious themes Dr. Brightman has rendered an invaluable service. In this treatment he has succeeded in bringing together an amazing collection of valuable historical data and combined it with a fresh and vital exposition of present-day religious thought. If one judges the task of

a writer in the field of Philosophy of Religion to be that of introducing the student to the many avenues of religious thought and practices, this book represents a significant achievement in research.

This book according to the author is written for thoughtful readers who wish to examine religion in its relation to the whole life of man today. The keynote of the book is *experience*. He recognizes his task to be that of interpreting the psychological, sociological, and historical facts of man's life which are made perfectly obvious by science.

The student of religion faces a choice of at least three alternatives: theistic finitism, theistic absolutism, and agnostic humanism. In this case Dr. Brightman prefers the first choice and explains it as "the limitation of God's power in order to save his goodness."

The point of view expressed in this book seems to be a commingling of voices of a strong, vigorous Christian faith and a faith quite congenial to the naturalistic concept. Methodist leaders in Christian education are facing the choice of naturalism or Christianity. Certainly the two do not go together.

The lay student will find this book difficult; the student familiar with the framework of philosophy will find it challenging and exceedingly helpful.—*H. C. B.*

A Theology for Christian Youth. By Henry David Gray; Abingdon-Cokesbury Good Book; 1941; 144 pages; \$1.00.

Recognizable or not, youth always has a "theology." This little volume by Henry David Gray is an excellent stimulant for the young reader who wishes to understand or evaluate his or her theology in the light of the Christian philosophy of

life. It is simple without being evasive or superficial.

The twelve chapters are excellent guides through twelve basic areas of Christian faith and life. Specific references to other readable books are given for each chapter.

Every worker with youth should find this volume a valuable aid for group discussions, Church School classes, or for private reading as a follow-up in personal counseling.—*J. R. Spann.*

Matching Youth and Jobs. By Howard M. Bell. Prepared for the American Youth Commission and published by the American Council on Education, Washington, D. C.; 1940; 277 pages; \$2.00.

Matching Youth and Jobs begins where a treatise of this kind should begin, viz., with a consideration of the needs of youth. The American Youth Commission had previously studied the cases of 20,000 young people in various parts of the Nation and each individual study concerned itself with occupational adjustment. Records of these investigations are extensively drawn upon by the writer as he portrays the scope and nature of our occupational adjustment responsibility to present-day American Youth.

Millions of young men and young women with an endless variety of occupational patterns; 18,000 recognizably different occupations; two and one-fourth millions of American Youth reaching the age of employability each year; the entrance of about one and three-fourth millions of them into the National labor market; the consequent need for 600,000 new jobs annually if increasing unemployment is to be prevented, are all parts of the complex problem now upon our doorstep.

A job is defined as "the major satisfaction in life," a definition

which suggests the importance of intelligent and extensive efforts toward the correction of certain present trends and conditions.

The author feels that vocational guidance should be a continuing process and that it should be the controlling influence in a program of occupational adjustment. In the Youth Commission's studies it was early apparent that most American communities are doing little or nothing toward the maintenance of adjustment programs or even of adequate machinery for vocational guidance. Doctor Bell agrees with the President's Advisory Committee that "Guidance service is probably less well organized and is operating less effectively than any other phase of social science activity." Results, he says, of these poor vocational adjustment programs, though intangible and remote, are very injurious and costly.

The importance of vocational preparation and placement as well as guidance is emphasized as is the joint responsibility of community, state and nation.

Because of the strategic places held by high schools and colleges in programs of vocational guidance, preparation and placement, the author deals at length with educational connotations.

The whole book is a logical and well-presented plea for more effective programs of occupational adjustment. Specific suggestions for the building of such programs are outlined and guiding principles are laid down. Case studies and other illustrative materials add much to the clarity and the interest of these pages.—*B. M. M.*

THE DEPARTMENT OF *The Methodist Student Movement*

Summer and the Student Leadership Training Conferences

St. Louis, 1937—Berca, Kentucky, 1939—Four Regional Student Conferences: Lake Junaluska, N. C.; Battle Ground, Indiana; Baker University; San Anselmo, California—1940. Such is the history and development of the training conferences established by the Student Department of the Board of Education. The summer of 1941 will see an expansion in the program through co-operation with the Caravan Training Conferences. Four student Leadership Training Conferences will be held.

Beginning June 9 at Lake Junaluska, N. C., and ending at San Anselmo in California on July 5, a corps of leaders in all branches of student work will concentrate on the problems of campus religion together with representative students and adult leaders. The sessions will be distinctly work conferences featuring such important subjects, as: *The Rediscovery of the Church, Christian Reconstruction, Christian Ethics, Bible, and Participation in the World Christian Community. Organization and Administration of Student Work, Worship, Social Action, Recreation, Drama, Deputation Work, and Music* will be additional subjects for consideration of the students and adults in the worship sessions of these consultative conferences.

The conference at Lake Junaluska will meet from June 9-14. At Baker University, Baldwin, Kansas, the group will meet at the same time

with a different faculty. Epworth Forest, near Leesburg, Indiana, is the new site for the conference from June 16-21. The California Conference will be held at San Anselmo, near San Francisco, June 30 through July 5.

Among the interesting features of these conferences are the evening programs. This summer they will begin with the worship program on the first evening under the leadership of various student groups throughout the country. Another evening will be devoted to a symposium, while still another session will be devoted to a panel discussion on *The Place of Religion on the Campus*. Other evening hours will be devoted to speeches by well-known leaders in the student world.

All officers of student organizations should attend these conferences. After a year of unification the student program is advancing. The conferences will attempt to evaluate the progress that has been made and to discover the paths that must be taken for the future.

A New Student Magazine

The first number of *Motive*, the adventure of the Student Department in journalism, reached the campuses of the country during the second week of February. The plan for the paper began some years ago and was fostered by the student secretaries through the long period of planning for its launching. As a venture of faith the plans were formulated for it a little over a year ago. Its appearance at this time is the justification of that faith.

As participants in this adventure

the Methodist students of the country came loyally to the support of the magazine. Some ten student centers immediately pledged over one hundred subscribers each. At least fifteen secured fifty subscribers each and the list of colleges and Wesley Foundations with twenty-five or more subscribers is an impressive one. Seldom, if ever, has the field been more eager and more anxious for any project of student work of the Church.

Motive has a student editorial board of 37 representative students from all parts of the country. The advisory editorial board consists of 11 leaders in their respective fields; the co-operating advisory Church Council is headed by Bishop G. Bromley Oxnam and consists of the persons in charge of student work in the Boards of the Church and in special areas of work relating to students.

The second number of the magazine will feature propaganda and its analysis. The April number will carry articles on the subject of Student Refugees.

The art work including the cover page of the magazine is being done by various university art departments throughout the country. In the first and second numbers Northwestern University Art Department furnished the block prints for the department heads as well as the cover page.

National Methodist Student Conference

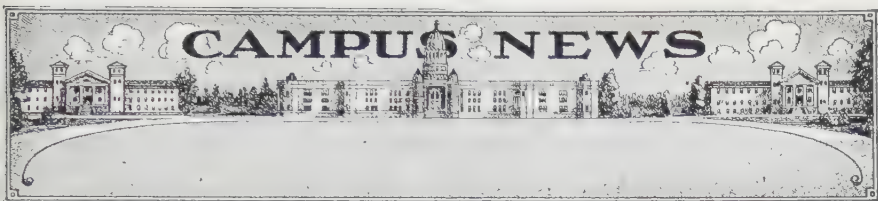
The Second Quadrennial National Methodist Student Conference will be held on the campus of the University of Illinois in Urbana, Illinois, from December 29, 1941, to January 2, 1942. The Illinois campus is the birthplace of the Wesley Foundation Movement in this country. The theme of the Conference

is to be, "The Student in Christian World Reconstruction." International figures will deliver addresses and conduct forums on topics related to the reconstruction that is necessary to build a Christian world order. The new Union Building at the University which is opening this month, together with the beautiful home of the Wesley Foundation will be the principal buildings used by the Conference. The entire campus of the University, however, will be at the disposal of the Conference.

DePauw Honors First Alumnus Bequest

John Harrison Hall, at century-old DePauw University (Greencastle, Ind.) dedicated recently by Bishop Edwin H. Hughes, honors the university's first gift from an alumnus. In his dedication address Bishop Hughes said: "We are not leaving out of grateful account the names of our non-graduate benefactors, but the university waited 103 years for a graduate who would will, by formal testament, that a hall should be builded out of the earnings of his lifetime and be lifted here as a lovely aid to youth, so making it a more lovely memorial to himself.

"I commend the generous example of John Harrison; I purposely place him today at the head of the giving procession; and the eyes of my heart see him as he gestures to other graduates to become his companions. . . . An institution, founded in the love of Christ and maintained in that noble and sacrificial feeling, has a right to expect that its graduates shall become toward itself the minor examples of that infinite love in illustrating the true relationship between the alumnus and his college."



Boston's Smallest Has Big Hopes

Smallest of Boston University's 12,000 students, S. Lawrence Whipple, 19-year-old journalism undergraduate, does not permit his lack of inches to halt his plans for a career, or to interfere with his general joy in being alive. Standing 4 feet 10½ inches, and weighing only 80 pounds, he looks forward to a newspaper career upon graduation. He is a skiing enthusiast and uses a specially constructed pair of skis to enjoy his favorite winter sport, at which he is an expert. He refuses to capitalize upon his small stature and youthful appearance, disdaining proffered children's prices at the movies and half fare on the subway.

Musical Appreciation

University of Southern California (Los Angeles) has inaugurated a unique type of musical instruction, which includes a four months series of lectures, recitals and concerts. The purpose is to help students enjoy the performance of great music. The courses feature understanding and enjoyment of music; musical interpretation; and a course designed for conductors. Courses are open for audit or may be taken for university credit.

Optional Plans

Mount Union College (Alliance, Ohio) admitted twenty-five new freshmen at the beginning of the second semester, February 6, under a three-way optional plan which

permits them to carry a full schedule of work and attend the summer session with the possibility of ranking as conditional sophomores in the fall; or to spend four and one-half years in college and be graduated in June '45; or to plan to complete requirements for graduation in January '45. This plan, which has worked successfully for several years, was developed by the college to assist high school graduates whose commencements come at midyear.

Boston University Launches Special Democracy Courses

President Daniel L. Marsh, of Boston University, and Dean Jesse B. Davis of the school of education, have launched a series of night and Saturday courses on Democratic principles, beginning, February 8. The new program, Dr. Marsh said, is designed for the training of teachers in the art of preparing youth for the American way of life. Similar courses with the same purpose, explaining and teaching Americanism to students, will be introduced in the summer session and in the fall semester. The special program is dedicated to the task of making better American citizens.

Confederate Collection

Emory University (Ga.) has recently completed cataloguing its Confederate Collection which reflects activities of Confederate life through official and unofficial imprints. It includes the chief documents of the Confederate government—printed laws and statutes of

the Confederacy, reports of battles, orders for the medical branch of the Confederate service, political pamphlets, religious tracts, almanacs, church minutes, business reports and many unique and hitherto unknown texts, such as "The Child's Primer" and the "Students' Arithmetic."

In documents of the individual Confederate states the collection is particularly strong in Georgia material, and South Carolina and Virginia are also well represented. The collection contains more than one thousand Confederate imprints, including 172 pieces of Confederate sheet music.

Hancock Foundation Dedicated

Presidents of 750 leading American universities and officials of national learned societies took part in dedication ceremonies of the new Hancock Hall of the Allan Hancock Foundation for Scientific Research on the campus of the University of Southern California (Los Angeles), January 3. The new structure was officially presented by Dr. Allan Hancock, the donor, and this ceremony was followed by a luncheon event at which Dr. Guy E. Snively, executive director of the Association of American Colleges, was guest speaker.

Growing out of voyages of the exploration cruiser, "Velero III," over a period of nine years, the new million dollar building will serve as a West Coast center for scientific research in the fields of zoology and botany. Dr. Hancock, president of the board of trustees, also gave the "Velero III," in addition to large tracts of property in the Hancock Park area, variously valued at \$2,000,000.

A block in length, Hancock Hall provides space for more than 100 research laboratories. Six levels of

steel and concrete stacks offer controlled humid storage for the specimens. In addition to two auditoriums, the building houses a modern radio broadcasting studio, X-ray and photographic rooms and serves as headquarters of the Hancock Ensemble, of which Dr. Hancock is cellist.

Blind Girl Visions Bright Future

Blind since the age of nine, Jennie Kubinger, 20, a freshman at Adrian College (Adrian, Mich.), not only plans to graduate in the usual four years, but looks forward to a career of useful service. She hopes to obtain a position as demonstrator with a food products company.

Jennie's schedule includes French, European History, English composition and work in the home economics department, which is her major subject. She faithfully attends all lectures, taking notes on classroom discussions. Upon returning to her room for a study period, she listens to the reading of assignments by one of four college women who read to her as part of their self-help work program. For her own part in the college self-help program she washes dishes in the college kitchen. She mastered the Braille system of reading and before entering college had completed high school training in the Michigan School for the Blind in Lansing.

Her handicap does not keep Jennie from enjoying extra-curricular activities. Football games, college dances, and even hikes are on her recreation list. She is an exceptionally fine conversationalist and is popular with faculty and students.

Newsy Odds and Ends

MAUD M. TURPIN

Another new course has been added to the curriculum of Southern College of Florida (Lakeland). It is "Euthenics," a course designed to teach the theory of how to make better people from the standpoint of beauty, sociology, history, psychology and ethics. The course is offered by the sociology department.

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Students at Millsaps College (Jackson, Miss.) are enjoying \$30,000 worth of general campus improvements, including landscaping and beautification of grounds and renovation and repair of dormitories.

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A bequest of \$25,000 to DePauw University (Greencastle, Ind.) was included in the will of the late Dr. Percy H. Swahlen, of the class of '99, who died suddenly, December 10, 1940, in St. Louis.

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A "Campus Originals" guild has been organized at Central College (Fayette, Mo.). The organization is sponsored by *Mademoiselle* national college fashion magazine, for the purpose of obtaining original designs for women's collegiate clothing. For original designs accepted the sponsoring magazine pays prices ranging from \$10 for jewelry and purses to \$25 for dresses.

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Dr. Susie M. Ames, associate Professor of history at Randolph-Macon Woman's College (Lynchburg, Va.), and Professor Garrard Glenn of the University of Virginia, will edit a volume of Virginia court records for the Committee on Legal History of the American Historical Association.

Ten graduate fellowships in the field of government management are offered by the University of Denver (Colo.) under a grant from the Alfred P. Sloan Foundation for the academic period beginning September, 1941. The fellowships, awarded on a competitive basis, carry maximum stipends of \$100 per month for single persons and \$150 per month for married men. The training period covers six quarters from September '41 to March '43. Application forms may be obtained by addressing the Committee on Fellowships, Department of Government Management, School of Commerce, University of Denver.

* * *

She flies through the air with the greatest of ease—does Miss Alice Abbott, talented co-ed of Dickinson College (Carlisle, Pa.), who specializes on conquering new fields. Miss Abbott was the first co-ed to complete the flight portion of the primary course under the CAA pilot training program at Dickinson. Last spring she broke tradition when she won her letter on the men's varsity tennis team—the first co-ed to win the coveted "D" in Dickinson's 56 years of intercollegiate athletics. Holder of several net titles, Miss Abbot says she likes flying as much as she does tennis.

* * *

Among 37 family combinations at Cornell College (Mt. Vernon, Ia.) are two sets of twins; two sisters, daughters of missionary parents in Lucknow, India; and two refugee brothers from Germany.

Religious Emphasis Week at the University of Denver (Colo.) was held February 17-21. The guest speaker was Dr. Albert W. Palmer, president of the Chicago Theological Seminary. Dr. Palmer spoke twice each day on the general subject "Building your own philosophy of life."

* * *

Taking advantage of its location in a 63-acre citrus grove, Florida Southern College (Lakeland, Fla.) combated a threatened flu epidemic by setting up grapefruit juice bars in the dormitories. Deputations of coeds were kept busy "squeezing" and students were able to drink all they wanted of the anti-flu beverage.

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Two philanthropic organizations have singled out Millsaps College library (Jackson, Miss.) as the recipient of special grants and assistance: The Carnegie Foundation presented subscriptions to thirty famous technical and specialty magazines, and The Rosenwald Fund donated \$200 for the purchase of additional books.

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A unique chart, one of three in existence, has been received by Albion College (Albion, Mich.). The chart contains one million dots and was presented by an alumnus of the class of 1910, Dr. L. C. Mathewson, professor of mathematics at Dartmouth College. The dots, small black specks, are contained in a frame six feet wide and ten feet long, arranged in 100 blocks with 10,000 dots in each block. Edinburgh University and Dartmouth College, New Hampshire, claim the other two million-dot charts.

* * *

Oldest graduate of Boston University and contender for the title of oldest alumnus of any college or

university in the United States, the Rev. Samuel M. Beale, celebrated his 101st birthday, October 23, at his home in Sandwich on Cape Cod. Boston U's Alumni Association sent a bouquet with a flower for every year.

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Encouragement to parents of children with only average intelligence has been sounded by Dr. Paul Witty, professor of education at Northwestern University (Evanston, Ill.). Dr. Witty maintains that a high I.Q. in childhood does not necessarily indicate later attainment of a highly creative character. He believes that educators must not only re-evaluate the significance of the mental test but should revise educational practices that have been based upon acceptance of the mental test as a measure of inborn and unchanging ability.

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Bishop G. Bromley Oxnam, resident bishop of The Methodist Church in the Boston area, was the guest speaker at Florida Southern College during Religious Emphasis week. He delivered five lectures which will be published in book form under the title "Ethical Ideals of Jesus in a Changing World."

* * *

Because of his successful experience in the mediation of strikes and the settling of other labor problems, President John B. Magee, of Cornell College (Mt. Vernon, Ia.), has been given the assignment in the National Christian Mission, conducted by the Federal Council, of speaking mainly to labor groups. The preaching missions are headed by the distinguished E. Stanley Jones and have the aid of other nationally known personalities.

Our Christian Colleges

Are Best Known by Their Fruits

A regular feature honoring representative young alumni and alumnae of Methodist colleges. Nominations are invited from our colleges or from any friend of Christian education

Presenting

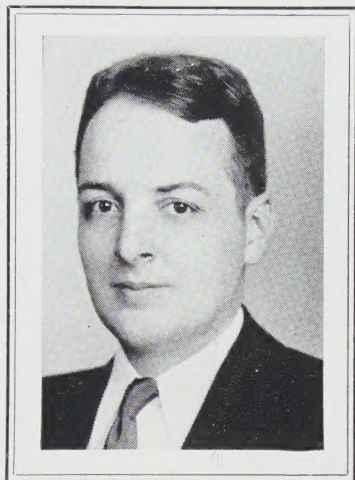
ARTHUR S. FLEMMING

Ohio Wesleyan College, '27

American University, '28

Now employed by

United States Civil Service Commission



Arthur S. Flemming, graduate in 1927 of Ohio Wesleyan University, is one of the youngest men ever to be appointed to the United States Civil Service Commission. When President Roosevelt made this appointment in 1939, Mr. Flemming was only thirty-four.

Friends on the Ohio Wesleyan campus who had known Arthur Flemming in college and had watched his progress after graduation were not surprised. As a student he had been one of the University's most able debaters, prominent in many college activities, president of the Y.M.C.A., member of Alpha Sigma Phi, Delta Sigma Rho, and Omicron Delta Kappa. He went to American University following his graduation and coached debate there while working for his Master's degree, which he received in 1928. That summer the English Speaking Union of Washington, D. C., awarded him its first traveling scholarship. This made possible a month's travel in England. There Mr. Flemming was the guest of members of the Union, and had the opportunity of meeting leading men in legal and educational fields.

For three years he was an instructor at American University. Then in 1930 he began editorial and research work for the *United States Daily*, meanwhile studying for law at George Washington University. Shortly after he took his law degree he was made director of American University's School of Public Affairs.

Mr. Flemming is a member of the American Political Science Association, National Civil Service Reform League, and the Foundry Methodist Church.

When Mr. Flemming comes back to the Ohio Wesleyan campus, students are interested in hearing what he has to say about opportunities in the field of Civil Service. They are eager, too, to hear what he has to say on the world situation today. "What the United States most needs," he said in chapel recently, "is men and women with a crusading spirit that is based on the Sermon on the Mount. That is the only practical way out of the problems that confront us today."

